

INDIANA SOCIAL-EMOTIONAL ARTS-BASED LEARNING COMPETENCIES



**THEATRE
STANDARDS**



SENSORY-MOTOR INTEGRATION

Sensory motor integration is the unique sensory development and emotional ability of each person to be aware of their mind-body connection. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, and increasing alertness for learning. This competency is essential for all children, regardless of developmental assets or needs. Further, this competency is a part of providing trauma responsive education, because we know that toxic stress impacts the hearts, minds, and bodies of children.

1A. Students demonstrate an understanding of body awareness and that all emotions live in our bodies.

"I feel an awareness of my body in comparison to objects. I feel an awareness of my emotions in my body."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none">1. Students identify and actively participate in sensory exercises for body and brain awareness to cope with life stressors.2. Student identifies a bodily sensation and can draw what it looks like and/or how it feels in the body.3. Students begin to identify two or three emotions in their body where they need to pause and think.	<i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i>	<ol style="list-style-type: none">1. Facilitate the <i>Body Sculpting Activity</i> with students. Please see the Building Social-Emotional Wellness Through The Arts Toolkit for additional details.2. Pause and reflect activities can be taught through music. For example, students can move their bodies to music. When the music stops, students must freeze their body in a position where the music ends.3. Facilitate the <i>Mirror Your Partner Activity</i> with students. Please see the Building Social-Emotional Wellness Through The Arts Toolkit for additional details.

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students identify and actively participate in sensory exercises for body and brain awareness to cope with life stressors. 2. Students identify bodily sensations and can draw what it looks like and/or how it feels in the body and are beginning to add feeling words to body sensations. 3. Students identify two or three different emotions felt in their body to be aware of body and mind connection. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Use Focused Attention Practices for one minute at the beginning and/or end of class. See Appendix for additional information. 2. Facilitate the <i>Body Sculpting Activity</i> with students. Please see the Building Social-Emotional Wellness Through The Arts Toolkit for additional details. 3. Facilitate the <i>Mirror Your Partner Activity</i> with students. Please see the Building Social-Emotional Wellness Through The Arts Toolkit for additional details.
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students are able to identify a sensation in the body through movements, art, focused attention practices and learning about the brain's neuroanatomy. 2. Students describe and list a variety of body sensations they experience each day to cope life stressors. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Create a sensation word wall list in classrooms and schools so students can pull from these when needed for self-awareness and self-expression. Help connect sensation words to the actions and motivations of characters in a theatre work. 2. Facilitate the <i>Mirror Your Partner Activity</i> with students. Please see the Building Social-Emotional Wellness Through The Arts Toolkit for additional details.

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students identify body and natural rhythms such as heart rate, breathing, and sleeping, with regard to feelings, thoughts, and behaviors. 2. Students use mind-body techniques to cope with life stressors and to become more aware of where they feel stress in the body. 3. Students are able to identify a sensation in the body through movements, art, focused attention practices, and learning about the brain's neuroanatomy. 4. Students describe and list a variety of body sensations they experience each day. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Use Focused Attention Practices for one minute at the beginning and/or end of class. Explore various exercises moving our bodies through contraction and release (i.e., progressive muscle relaxation). 2. Invite students to complete a script analysis to generate ideas about a character that is believable and authentic in a theatrical work - finding theatrical works where a character works to cope with stress. 3. Facilitate the <i>Body Sculpting Activity</i> with students. Please see the Building Social-Emotional Wellness Through The Arts Toolkit for additional details.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students use mind-body techniques to cope with life stressors and to become more aware of where they feel stress in the body and throughout their regular daily routine. 2. Students are able to focus on their own body and breath. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Use Focused Attention Practices for one minute at the beginning and/or end of class. Explore various exercises moving our bodies through contraction and release (i.e., progressive muscle relaxation). 2. Invite students to complete a script analysis to generate ideas about a character that is believable and authentic in a theatrical work - finding theatrical works where a character works to cope with stress.

1B. Students manage transitions and changes in routine.

"I feel ready for transitions and can show I am adaptable to change."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. Students begin to develop routines that ease difficult transitions in the school and home environments moving from one activity to another. (Home to school; playground to program; familiar to unfamiliar settings, etc.).	<i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i> <i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i>	1. Use movement and partner activities to assist students' development of another's view. See, <i>Mirror Your Partner Activity</i> , in the Building Social-Emotional Wellness Through The Arts Toolkit for additional details. 2. Breathing in and out using a variety of methods (breathe in 4 counts, hold 4 counts, breathe out 4 counts) allows students to pause, relax and self-regulate. Discuss times when controlled breathing is necessary. See ideas for multiple breathing exercises in the Social-Emotional Learning Toolkit (page 34).
Late Elementary (3-5 grade)	1. Students begin to identify sensations to describe how they are experiencing an event, person, or relationship. (Example: I am feeling prickly.) 2. Students can name ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.	<i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i> <i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i>	1. Identify a sensation when you are around a person or situation that is unfamiliar. Discuss how and where you experience this sensation. Examples of sensation words are: prickly, edgy, soft, teary, calm, peaceful, numb, fuzzy, etc. What other sensations can students name? Invite students to demonstrate through movement what these sensations feel like, look like, and where they occur in the student's body. 2. Facilitate the <i>Mirror Your Partner Activity</i> , in the Building Social-Emotional Wellness Through The Arts Toolkit .

<p>Middle School (6-8 grade)</p>	<p>1. Students identify bodily sensations and connect to the feeling they are experiencing. (Example: My anger feels hot and need in my stomach and my hands.)</p> <p>2. Students begin to practice ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<p>1. When examining a theatrical work, invite students to experiment with various physical body movements/choices, exploring how the differences communicate varied messages.</p> <p>2. Facilitate the <i>Mirror Your Partner Activity</i>, in the <u>Building Social-Emotional Wellness Through The Arts Toolkit</u>.</p>
<p>Early High School (9-10 grade)</p>	<p>1. Students demonstrate flexibility and adaptability as they move from familiar to unfamiliar tasks.</p> <p>2. Students gain awareness of adjustment needs for academic, behavior, and social success at school, home, and community.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<p>1. Instruct students to practice various acting techniques to expand skills in a rehearsal or theatrical performance - helping students understand the need to make adjustments depending on scenes.</p> <p>2. Facilitate the <i>Mirror Your Partner Activity</i>, in the <u>Building Social-Emotional Wellness Through The Arts Toolkit</u>.</p>

<p>Late High School (11-12 grade)</p>	<p>1. Students recognize and identify the sensations associated with the academic, social, and emotional transitions and have the skills to express adaptability and flexibility.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Use Focused Attention Practices for one minute at the beginning and/or end of class.</p> <p>2. Facilitate the <i>Mirror Your Partner Activity</i>, in the <u>Building Social-Emotional Wellness Through The Arts Toolkit</u>.</p>
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INSIGHT

Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-awareness, and empathy for others. Insight helps students recognize their own strengths, areas of growth, identities, and how they complement each other in the larger society. Insight also helps students value how others feel and think differently from themselves.

2A. Students identify a wide range of body sensations, feelings, and emotions.

“I am aware of how emotions are felt and expressed by myself and others.”

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students develop and demonstrate emotional vocabulary to describe their feelings with the support of a trusted adult. 2. Students identify and name emotions and body sensations. Students continue to add feelings, emotions, and body sensations to express themselves. 3. Students process how to express emotions with “I feel” statements. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Share a time when as a child you personally experienced a specific feeling or emotion at school. Discuss with students how you handled the situation at that time and if you were to face this same situation today, what you might do differently. Role-play this scenario with students, helping to connect and build rapport -- as well as provide concrete examples of how feelings can be helpful or hurtful. 2. Use the, <i>A Picture Says A Thousand Words Activity</i> to help build emotional vocabulary. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 3. Play, <i>Guess That Feeling Activity</i>, to help students develop emotional awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students add feeling and emotion-specific words to their shared vocabulary. 2. Students continue to process how to express emotions with “I feel” statements. 3. Students consistently add feelings, emotions, and body sensations to express themselves through a variety of modes. 4. Students can explain the mind-body-emotion connection. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Play, <i>Guess That Feeling</i>, to help students develop emotional awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Facilitate, <i>A Picture Says A Thousand Words Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 3. Brainstorm and then develop a list of emotions. Students are invited to use body movements to express each emotion on the list and to think about how each emotion feels in their bodies.
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students use “I feel” statements to communicate their rationale for their emotional expressions. 2. Students continue to build emotional and feeling-specific vocabulary. 3. Students learn about the mind-body-brain connection and its role in our learning and relationships. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Brainstorm and then develop a list of emotions. Students are invited to use body movements to act out each emotion on the list and to think about how each emotion feels in their bodies. 2. Identify a character's emotion in a story and replicate that emotion with facial expressions and body gestures. Students share a time they felt the same emotion using actor's tools of <i>Body, Voice and Imagination</i>. Following activity, invite students to process where emotion may have been evoked and how they responded (encouraging thoughtful dialogue about potential triggers or root causes connected to emotional reactions). 3. Facilitate, <i>Inside The Bubble Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students build mastery of emotional vocabulary to describe their feelings, emotions, and body sensations. 2. Students understand the connections between their behavioral responses and their emotions, thoughts, actions, and cultural contexts. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. View music videos or theatrical works to help students understand emotional experiences and situations, providing students opportunities to build emotional vocabulary. 2. Students practice "I feel" statements with peers collaboratively through role-play, creating short scenes to convey their examples. 3. Play, <i>Guess That Feeling</i>, to help students develop emotional awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 4. Facilitate the <i>It's Me, And Who Are You?</i> Activity. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students build mastery of emotional vocabulary to describe their feelings, emotions, and body sensations. 2. Students understand the connections between their behavioral responses and their emotions, thoughts, actions, and cultural contexts. 	<p><i>Theater Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. In small groups, ask students to create a new theatre work that identifies and questions cultural, global, and historic belief systems. 2. Identify a sensation and create a short skit to demonstrate what it looks like and how it feels in your body. Give the sensation a color, size and shape. Share or discuss with others 3. Play, <i>Guess That Feeling</i>, to help students develop emotional awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

2B. Students recognize personal strengths, areas of growth, identities, and how they complement each other in the larger society.

"I am aware of my strengths, areas of growth, identities, and how they complement each other in the larger society."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	1. With the support of their learning community, students begin to demonstrate an awareness of their personal strengths and identities.	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Create a finger puppet and assign the puppet a character strength. Students develop a brief story to act out with puppet or write a short script about their puppet.</p> <p>2. Use process praise, encouragement, and positive noticing skills in your interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhance self-esteem and self-efficacy.</p>
Late Elementary (3-5 grade)	1. Students continue to identify their unique strengths and identities with the support of their learning community and explore how they connect to the larger society.	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Create a finger puppet and assign the puppet a character strength. Students develop a brief story to act out with puppet or write a short script about their puppet.</p> <p>2. Facilitate <i>Inside The Bubble Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

<p>Middle School (6-8 grade)</p>	<p>1. Students begin to understand how their personal strengths and identities connect to societal aspects, emotional, behavioral, and academic learning.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Invite students to participate in the <i>It's Me, and Who Are You? Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Use process praise, encouragement, and positive noticing skills in your interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click here).</p>
<p>Early High School (9-10 grade)</p>	<p>1. Students identify and assess personal identities and external supports and barriers.</p> <p>2. Students understand the importance of strengths and identities in their learning goals and future plans.</p> <p>3. Students are able to connect their personal strengths and identities to their post-secondary opportunities.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<p>1. Engage in College/Career Readiness Surveys & Assessments that support student strength development. Students create a <i>Vision Board</i> to reflect their findings after taking the surveys. See the activity, Vision Board, in the Social-Emotional Learning Toolkit (page 37) for additional information on this activity. Students use their vision board to create their own character within a theatrical context.</p> <p>2. Use personal experiences and knowledge to develop a character that is believable and authentic in a theatrical work.</p>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students use their personal strengths and identities to be empathetic and support others. 2. Students communicate an understanding of their growth and development, highlighting their personal strengths. 3. Students are able to connect their personal strengths and identities to their post-secondary opportunities. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Engage in College/Career Readiness Surveys & Assessments that support student strength development. Students create a <i>Vision Board</i> to reflect their findings after taking the surveys. See the activity, Vision Board, in the <u><i>Social-Emotional Learning Toolkit</i></u> (page 37) for additional information on this activity. Students use their vision board to create their own character within theatrical context. 2. Facilitate the <i>It's Me, and Who Are You?</i> Activity. See the <u><i>Building Social-Emotional Wellness Through the Arts Toolkit for</i></u> additional details.
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2C. Students demonstrate self-efficacy.

“I am capable of learning and engaging in multiple environments.”

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin building an awareness of the impact their strengths have on multiple learning environments. 2. Students develop confidence by observing their peers and with explicit support from adults in the learning environment. 	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Show students a strength word. Discuss the meaning of the word. Next, show students a scene from a theatrical work. Ask students what strengths were portrayed in the scene. 2. Invite students to participate in the <i>Guess That Feeling Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students participate to their ability at appropriate times without adult prompting. 2. Students demonstrate a willingness to try new tasks and share ideas with others even with the possibility of failure. 3. Students can identify internal and external barriers and understand how they impact the ability to achieve goals. 	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Where Are We? Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Given a theatrical work, place students in small groups to compare ideas with peers and make selections that will enhance and deepen the theatrical work.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students can identify personal strengths and can articulate areas of growth as it relates to their learning and behavior. 2. Students demonstrate the ability to use personal strengths in learning goals and understand that failure is only a part of learning. 3. Students can use feedback from members of their learning community to build on existing strengths. 4. Students can identify the difference between internal and external barriers and begin to identify strategies and resources to overcome them. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Individually or in small groups, invite students to present solutions to design challenges in a theatrical work. 2. Provide students with opportunity to use improv, highlighting the connection between the personal strengths being demonstrated. 3. Invite students to examine a community issue through multiple perspectives in a theatrical work. What would be the goal? What strengths are necessary to accomplish the goal?
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students understand what motivates them to be successful. 2. Students feel pride in their work and recognize their unique abilities and strengths were the critical factors in success. 3. Students identify strategies to overcome internal and 	<p><i>Theatre Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p>	<ol style="list-style-type: none"> 1. In small groups, students reflect upon and justify personal aesthetics, preferences, and beliefs through participation in and/or observation of a theatrical work. 2. Students develop and share personal portfolios representing their identity, their future goals, and their passions/dreams making sure the portfolio reflects their personal aesthetics, preferences, and beliefs.

	<p>external barriers.</p> <p>4. Students demonstrate a willingness to be an active member of their learning community by supporting others and sharing their unique perspectives and strengths.</p>		
Late High School (11-12 grade)	<p>1. Students demonstrate a positive view of themselves and have confidence in applying their strengths and abilities in learning and future planning.</p> <p>2. Students demonstrate a willingness to actively participate, support other learners, and share their unique ideas and strengths with others in their school and community.</p> <p>3. Students practice strategies to overcome internal and external barriers.</p> <p>4. Students understand the impact of external barriers on achieving goals and support members of their learning community in ways that minimize that impact.</p>	<p><i>Theatre Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing a theatrical work.</p> <p>2. Students develop personal portfolios representing their identity, their future goals, and their passions/dreams making sure the portfolio reflects their personal aesthetics, preferences, and beliefs.</p> <p>3. Invite students to choose and interpret a theatrical work to reflect or question personal beliefs.</p>

REGULATION

Regulation refers to one's ability to recognize and navigate emotions, feelings, cognitions and behaviors during challenging situations. Regulation skills build agency, self-discipline, self-motivation, and impulse control.

3A. Students demonstrate agency to manage their thoughts, feelings, and behavior across different contexts.

"I understand my emotions and I'm working to respond in a healthy way."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none">1. Students begin to acknowledge and advocate for their needs.2. Students begin exploring use of strategies aligned to brain development to navigate intense or difficult feelings.	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none">1. Use movement phrases, sound activation, and deep breathing activities to help regulate impulses/emotions.2. As a whole group, create hand signals and visual cues that communicate needs, wants, or important bits of information to the teacher and each other.

<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students practice opportunities to learn and explore tools that will help them be aware of both positive and challenging emotions, respond in a healthy way, and focus on their goals. 2. Students begin to understand emotions and how to respond in a healthy way by observing others in their learning community. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Practice naming needs and wants while determining the difference between the two. Instruct students to practice these skills through role-play. 2. Invite students to participate <i>Inside The Bubble Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details
<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students identify and describe the role of the amygdala in anxiety, aggression, and fear. 2. Students identify, describe, and draw how emotions affect how they feel and behave, connecting the feelings to the corresponding brain parts. To find additional information on the role of the amygdala, please visit this site. 3. Students practice strategies that are aligned with brain development when they begin to notice a heightened emotional response (sometimes with an adult prompt). 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Show students a scene from a theatrical work. Ask students to identify the artistic choices made based on personal experience, recognizing the impact of emotions. 2. Ask students to describe how the actions, emotions, and motivations of characters in a theatrical work impact perspectives of a community or culture. 3. Place students in cooperative groups. Invite each group to present at least one way they mindfully regulate their emotions through acting it out in a scene.

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate an understanding of how their choices/actions impact others and have knowledge of emotion management strategies that can be implemented. 2. Students pause and reflect before they employ “stop and think” approaches or “self-talk” strategies. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Teach students how to challenge and change negative automatic thinking and other "self-talk" strategies. Discuss the concept of neuroplasticity and how patterned repetitive experiences change the structure and function of our brains and produce different habits, feelings, and coping strategies. Invite students to develop their own ‘thought-stopping’ technique and share through acting it out. 2. Share and re-enact stories - use storytelling to show when strong impulses/emotions or difficult situations have occurred. Discuss the varied outcomes when emotions take over compared to when regulation strategies are applied.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students apply focused attention practices to help increase their attention and focus. 2. Students practice strategies aligned to brain development when they begin to notice a heightened emotional response without adult prompting. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 8: Interpret intent and meaning in artistic work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Have students create a scene appropriate for younger students on the importance of self-regulation - sharing what happens if we react without pausing and thinking about feelings and next steps? What are three benefits to emotional regulation? 2. Introduce and/or practice various mindfulness strategies; discuss with students how they might implement a mindfulness strategy during rehearsal or before a performance.

3B. Students recognize life stressors and have strategies to manage them.

"I can recognize situations that make me feel stressed and take appropriate steps to improve them."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to identify challenging situations and create stress-reducing coping strategies that help calm the amygdala and nervous system with help from an adult.</p> <p>2. Students recognize body sensations and emotional reactions when feeling life stressors.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Practice coping strategies including focused attention practices, showing students how to concentrate on a focal point, focus on their breathing, or be mindful of their body movement when a difficult or challenging situation occurs. See Page 7 from <i><u>Educational Neuroscience Toolkit</u></i> for additional resources.</p> <p>2. Use the <i>Body Sculpting Activity</i> to help teach mind-body awareness. Please see the <i><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></i> for additional details.</p>
Late Elementary (3-5 grade)	<p>1. Students identify challenging situations and attempt various stress-reducing strategies in effort to calm the amygdala and nervous system. (with or without the help of an adult)</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Students are provided a range of photos (can be taken from magazines, online, etc) and brainstorm what they see as the challenging situation being represented and any stressors related. Next, students will act out how they would respond to the situation in the photo.</p> <p>2. Use the <i>Body Sculpting Activity</i> to help teach mind-body awareness. Please see the <i><u>Building Social-Emotional Wellness Through the Arts Toolkit</u></i> for additional details.</p>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students apply various stress-reducing coping strategies when faced with challenging situations (and may or may not need support and/or reminder from an adult). 2. Students are able to recognize different stressors and their stress responses. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Use the <i>Body Sculpting Activity</i> to help teach mind-body awareness. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Have students act out or role-play common stressors in their lives and ways to positively respond to the stressor.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students identify supportive adults they can use as resources during challenging times. 2. Students are able to recognize different stressors and their stress responses in order to practice healthy coping strategies. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Provide opportunities to create a scene to act out that illustrates the application of a healthy coping strategy. 2. Invite students to write a script that clearly articulates how the supportive adults in their lives can be a resource in challenging times. 2. Practice mindfulness activities, imagery, sound/music, movement activities, and breathing exercises to assist students with coping strategies and support. See Social-Emotional Learning Toolkit.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students identify supportive adults and peers they can use as resources during challenging times. 2. Students recognize their life stressors and have strategies to manage them. 3. Students demonstrate an understanding of how their brains respond to stress and practice healthy coping. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Teach students about automatic negative thinking and how to use positive self-talk. Teach about negative brain bias that is carried into every stressful situation. Show a <u><i>Conscious Leadership</i> documentary</u> in class and discuss the content in relationship to one's emotions and responses to those emotions in a life situation that is stressful. In small groups, ask students create a short theatrical work that demonstrates their understanding and application of conscious leadership. 2. Have students demonstrate through role-play: <ul style="list-style-type: none"> • how the brain works and responds to stress, • how our bodies respond to different types of stress, and • positive ways we can regulate our minds and bodies in stressful situations.
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3C. Students understand the actions required to show personal responsibility.

"I can take responsibility through my actions."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to demonstrate their understanding of classroom and school norms, and the consequences when they are not followed.</p> <p>2. Students view the classroom as a community and their own roles and responsibilities within their community.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Help students understand classroom guidelines/rules by using role-playing - this provides multiple opportunities for examples of appropriate and inappropriate behavior. Allow students time and space to discuss, process, and share thoughts and feelings after each role-play.</p> <p>2. Encourage students to ask questions when they are unclear or need support, and teach the skills required to take personal responsibility for their learning. Practice the skills through reading and moving bodies, gesturing, or re-enacting stories when one may not have a clear understanding or misunderstanding of a particular role (i.e. Piggy & Gerald stories).</p>
Late Elementary (3-5 grade)	<p>1. Students and teachers co-create rotating class roles and responsibilities.</p> <p>2. Students demonstrate an understanding of the impact of their choices and actions.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<p>1. Invite students to participate in the <i>Where Are We? Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Use social or moral stories/fables to engage in conversations about the impact of the choices we make. Use tableau (frozen pictures) to share the key part of the stories.</p>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students take ownership and engage in their learning. 2. Students demonstrate the ability to reflect on their behavior and discuss a restorative plan with peers and/or adult educator(s). 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Where Are We? Activity</i>. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details. 2. Offer student choice activities by providing students multiple opportunities to answer questions, lead class discussions, and demonstrate expected/agreed upon behaviors. 3. Facilitate the <i>1-2-3 Story Activity</i> with students. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students have an awareness of personal safety skills and the consequences of irresponsible behavior. 2. Students demonstrate abilities to adapt to growth and change. 	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<ol style="list-style-type: none"> 1. Invite students identify a theatrical work that they perceive to be unethical, biased, or contributes to stereotypes. Students need to give examples with details to their findings. 2. Invite students to participate in the <i>Where Are We? Activity</i>. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details. 3. Teach, practice, and model how to use growth mindset language and strategies. Following your own examples, invite students to create their own growth mindset examples and demonstrate these examples through a theatrical performance.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students take responsibility for their own learning and personal growth. 2. Students reflect on their actions and demonstrate an awareness of how this affects others. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Where Are We? Activity</i>. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details. 2. Give students the opportunity to interact with professionals in several aspect of theatre. -- encouraging them to ask questions about how to work with others in a professional setting and discuss ethical decision-making scenarios. Students are to report back their findings. 3. Facilitate the <i>1-2-3 Story Activity</i> with students. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.
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COLLABORATION

Collaboration refers to the ability to work well with others along lines of difference. Collaboration works to build positive communication, value multiple perspectives, effectively solve problems, and work through conflict.

4A. Students demonstrate communication skills.

"I will develop positive and healthy relationships with others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students participate in sharing time. 2. Students begin to be able to tell stories and listen to other's stories. 3. Students acknowledge greetings and goodbyes. 4. Students begin to understand that nonverbal communication is a form of communication. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Active Listening Coloring Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Facilitate the <i>Guess That Feeling Activity</i> to help develop emotional awareness and encourage students to pay specific attention to nonverbal cues when playing the game. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students understand and practice nonverbal communication. 2. Students begin to demonstrate active listening skills. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Active Listening Coloring Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

	<p>3. Students begin to recognize emotional contagion when we are working with one another.</p>	<p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>2. Invite students to participate in the <i>Yes, No, Please, Doritos? Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. Practice what it means to be a good audience member for any production or presentation. Divide class into 2 groups and have one group be the performers and one group be the audience. Nonverbally, have performers look for good qualities of the audience. Attend a local music, dance or theatre performance.</p>
Middle School (6-8 grade)	<p>1. Students engage in reciprocal conversations, practicing face-to-face communication and on-line communication.</p> <p>2. Students work on empathic listening skills to enhance the understanding of what the other person is saying.</p> <p>3. Students learn to express their own needs in order to collaborate with others.</p> <p>4. Students begin to recognize emotional contagion when we are working with one another.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Use the <i>Where Are We? Activity</i> to help teach collaborative skills. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Practice building empathic listening skills by using an Empathy Map when watching a scene from a theatrical work. Review the questions and have small groups work together to come up with a consensual idea about what the speaker is intending to communicate directly and indirectly.</p>
Early High School (9-10 grade)	<p>1. Students respond appropriately to basic interpersonal comments and/or questions.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<p>1. Use the <i>Where Are We? Activity</i> to help teach collaborative skills and nonverbal communication. Please see the</p>

	<p>2. Students demonstrate ability to give and receive feedback to work towards effective communication skills.</p>	<p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p><u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p> <p>2. Students listen to and watch scenes from a Broadway musical. Each student provides a critique and then shares feedback with one another regarding their personal critiques.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students employ strong communication skills by use of reflecting, reframing, open-questioning, and summarizing.</p> <p>2. Students recognize the importance of multiple perspectives within communication and seek understanding.</p> <p>3. Students learn to express their own strengths and area for growth in order to collaborate well.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Use the <i>Where Are We? Activity</i> to help teach collaborative skills and nonverbal communication. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p> <p>2. Students listen to and watch scenes from a Broadway musical. Each student provides a critique and then shares feedback with one another regarding their personal critiques.</p>

4B. Students understand teamwork and how to work productively with others.

"I will be able to work productively with others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to play games and construct activities where there are small groups of children working together.</p> <p>2. Students play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Learn Actor's Tools of Body, Voice, and Imagination and Actor's Skills of Collaboration, Cooperation, and Concentration. Bring whole group to a circle and practice collaborative skills - how a collaborative body moves within a personal space, respects the personal space of peers, takes turns moving individually or moves in patterns together in sync, listens how music allows us to move cooperatively, etc.</p> <p>2. Invite class to learn and practice a classroom song. A class song brings unifying power, a way to bring all students together.</p>
Late Elementary (3-5 grade)	<p>1. Students engage in cooperative game play.</p> <p>2. Students work with a partner or small group to model turn -taking, listening skills and teamwork.</p> <p>3. Students begin to understand the need for social interaction in order to fully experience the world.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<p>1. Facilitate the <i>1-2-3 Story Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Invite students to complete the <i>Objects In Art Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

	<p>4. Students begin to understand how their brains are significantly impacted by social interactions.</p>	<p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>3. Invite students to participate in the <i>Where Are We? Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>4. Introduce a basic cooperative and collaborative activity. As a whole class or in smaller groups, have students form a line. Next, give them instructions (stating that they CANNOT talk) to arrange themselves from shortest to tallest, or youngest to oldest. When finished, process and discuss the activity with the class.</p>
Middle School (6-8 grade)	<p>1. Students participate with team/group members to problem-solve and contribute to group outcomes.</p> <p>2. Students practice active listening skills.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Facilitate the <i>I-2-3 Story Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Invite students to participate in the <i>Where Are We? Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

Early High School (9-10 grade)	1. Students cooperate and navigate roles and relationships for tasks during group experiences.	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Invite students to participate in the Where Are We? Activity. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p> <p>2. Facilitate the <i>One At A Time Activity</i> with students. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p>
Late High School (11-12 grade)	<p>1. Students contribute to teams to produce original works or solve problems.</p> <p>2. Students demonstrate willingness and ability to work toward a common goal.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Invite students to participate in the Where Are We? Activity. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p> <p>2. Facilitate the <i>It's Me, and Who Are You? Activity</i>. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.</p>

4C. Students apply conflict management skills.

"I will use assertive communication to effectively work through conflict."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students begin to learn and practice using "I-feel statements".</p> <p>2. Children with support are able to recognize conflict resolution strategies and routines they can put into place with other children when conflicts arise.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Teach the use of the "I-message" and practice when and how to use them. Model the use of "I-messages" as often as possible in classroom circles or discussions. Discover and discuss appropriate and likable facial expressions and gestures one makes when using "I-messages."</p> <p>2. Students cooperatively create a chart or diagram to list/display various examples that can be used to effectively resolve conflict. Invite students to act out the ideas listed on the chart.</p>
Late Elementary (3-5 grade)	<p>1. Students continue to practice "I-feel statements" to address conflict when it arises.</p> <p>2. Students begin to learn about assertive communication and the nonverbal language.</p> <p>3. Students understand how their brains and bodies react to negative emotions and stress, impacting their ability to effectively resolve conflict.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 6: Convey meaning through the presentation of artistic work.</i></p>	<p>1. Students cooperatively create a chart or diagram to list/display various examples that can be used to effectively resolve conflict. Invite students to act out the ideas listed on the chart.</p> <p>2. Show a theatrical performance or a scene that depicts a conflict. Next, facilitate a discussion with students to identify the conflict and brainstorm healthy conflict-management actions to apply.</p>

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students practice "I-feel statements" to address conflict when it arises and speak up for themselves using assertive language. 2. Students demonstrate a plan for addressing conflict when it arises and maintain positive communication despite different perspectives. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Reinforce lessons on "I-messages," and provide scenarios, role-plays, and skits for opportunities to practice. 2. Teach the difference between assertive, aggressive, and passive communication; apply knowledge/skills through developing scenarios or role plays.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students approach conflict in a collaborative manner and work toward solutions using a strength-based lens. 2. Students practice active listening and work to use "I-feel statements" throughout the conflict management process. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Give opportunities for collaborative problem-solving processes through discussions about ways to modernize or update past theatrical performances. Students need to use assertive communication strategies and conflict management skills to develop the project. 2. Give opportunities for collaborative problem-solving processes through role-play, discussions, and debates to improve critical thinking and assertive communication strategies that can lead to strong conflict management skills. 3. Engage in problem-solving discussions or small group-based cooperative learning games. For example, students are given one of the "Worst Case Scenarios." (See <u>Social-Emotional Learning Toolkit</u> page 46).

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students find constructive solutions and work towards compromises, seeking a win-win outcome. 2. Students model active listening and use "I feel statements" throughout the conflict management process. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Give opportunities for collaborative problem-solving processes through discussions about ways to modernize or update past theatrical performances. Students need to use assertive communication strategies and conflict management skills to develop the project. 2. Give opportunities for collaborative problem-solving processes through role-play, discussions, and debates to improve critical thinking and assertive communication strategies that can lead to strong conflict management skills. 3. Engage in problem-solving discussions or small group-based cooperative learning games. For example, students are given one of the "Worst Case Scenarios." (See <u>Social-Emotional Learning Toolkit</u> page 46).
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CONNECTION

Connection refers to the ability to navigate norms in diverse social settings, understanding power dynamics, respect the perspectives of and listen to others. Connection helps students cultivate ways to create a positive community that values multiple perspectives, identities and experiences.

5A. Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.

"I build respectful and positive relationships with others, showing that I value diverse perspectives."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<p>1. Students are aware of norms in multiple social settings and co-construct what it means to behave respectfully in a given environment with the support of adult educators.</p> <p>2. Students will develop language and knowledge to accurately describe how people, including themselves, are both similar and different from each other.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<p>1. Facilitate the <i>A Picture Says A Thousand ...Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Watch short scenes from a theatrical work - making sure the scenes represent diverse perspectives and/or individuals. Create roles, imagined worlds, Discuss the similarities and difference observed- help guide the discussion.</p>
Late Elementary (3-5 grade)	<p>1. Students demonstrate an understanding that individuals have different perspectives based on their experiences, interactions</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p>	<p>1. Provide opportunities for students to connect their cultural background and personal histories. Ask students to identify a family member (s) to help identify a theatrical work that best portrays personal experiences and their cultural identity.</p>

	<p>with others, and the values expressed by friends and family.</p> <p>2. Students listen to others' perspectives and begin to view situations through the lens of others.</p> <p>3. Students practice listening to how other students might think or feel different than them.</p> <p>4. Students understand that life is easier for some people and hard for others and the reasons for that are not always equitable.</p>		<p>2. Facilitate the <i>One At A Time Activity</i> with students. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students demonstrate an awareness of how people may be treated and show compassion when they see anyone being excluded or mistreated because of their beliefs, values, or identities.</p> <p>2. Students show curiosity about others, seeking information about others' histories and lived experiences.</p> <p>3. Students can ask questions</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<p>1. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios. Instruct students to search and report back on a theatrical work that either defends or challenges topics discussed.</p> <p>2. Facilitate with students the <i>Whispers in your ear: Who will win? Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

	<p>and listen through a non-judgmental lens.</p> <p>4. Students show an understanding that honoring diversity creates an open, welcoming community.</p>		
Early High School (9-10 grade)	<p>1. Students listen to others' ideas and respect different ways of being and doing.</p> <p>2. Students think critically about equity, social justice, and marginalized groups (or people) in society.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<p>1. Facilitate with students the <i>Whispers In Your Ear: The Conscience and Temptations Influencing Decisions Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Have students explore theatrical works created by people of diverse perspectives and backgrounds- or from a time in history. Ask students to explain how the theatrical work communicates a purpose/goal or demonstrates bias/stereotypes.</p>
Late High School (11-12 grade)	<p>1. Students advocate on behalf of themselves and others, demonstrating the ability to stand up to discrimination, prejudice, and exclusion.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<p>1. Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios. Find and review musical performances or theatrical works to generate discussion about equity and social justice.</p> <p>2. Facilitate with students the <i>Whispers In Your Ear: The Conscience and Temptations Influencing Decisions Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

5B. Students understand and express empathy, care, and concern for themselves and others.

"I can identify and demonstrate care and concern for others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin developing trusting and dynamic relationship with peers and school educators through reciprocal interactions, conversations, and experiences with others. 2. Students show kindness and positive regard for others. 3. Students express empathy when people are excluded or mistreated for any reason with the support of a trusted adult. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. Create a video production that shows thanks, compassion, and/or a kind greeting. 2. Invite students to participate in the <i>Mirror Your Partner Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students listen, begin to understand, and explain nonverbal and verbal communication with adults and peers. 2. Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult). 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Attend a live theatre performance to understand how actors, dancers, and musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments. 2. Create a video production that shows thanks, compassion, and/or a kind greeting.

	3. Students express empathy when people are excluded or mistreated for any reason.	<i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i>	
Middle School (6-8 grade)	<p>1. Students work to understand another's emotions, the root cause of these emotions, and how to best respond to the needs.</p> <p>2. Students are aware of their nonverbal and verbal responses to another's emotions, perspectives, and behaviors.</p> <p>3. Students understand the impact of mirror neurons, both the potential for positive effects as well as negative effects.</p> <p>4. Students show empathy towards others.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Facilitate the <i>It's Me, and Who Are You?</i> Activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Attend or review a live musical theatre performance to understand how the actors and musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.</p>
Early High School (9-10 grade)	1. Students express empathy and have the courage to speak up for others.	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	1. Facilitate the <i>It's Me, and Who Are You?</i> Activity. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

		<p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>2. Attend or review a live musical theatre performance to understand how the actors and musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.</p>
<p>Late High School (11-12 grade)</p>	<p>1. Students identify anti-bias experiences/interactions.</p> <p>2. Students defend against bias, prejudice, and privilege when encountered.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p> <p><i>Theatre Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</i></p>	<p>1. Prepare for a discussion or debate on a given topic, issue, or question by researching and speaking to people who feel strongly about both sides/perspectives of the situation/topic. Allow students to have a small group or whole class discussion/debate. Discuss how theatre can help bring people together that may appear to be complete enemies.</p> <p>2. Facilitate the <i>It's Me, and Who Are You? Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>3. Attend or review a live musical theatre performance to understand how the musicians tell a story both verbally and nonverbally. Critique the performance and how the performers communicated a story with their bodies, voices, or instruments.</p>

CRITICAL THINKING

Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of their own thought processes and the effects they have on learning.

"I know the ways I learn best."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to talk about how they are learning. 2. Students begin using various leaning techniques. 3. Students begin learning about their brain and how it helps them learn. With support of an adult, students can create a goal. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</i></p>	<ol style="list-style-type: none"> 1. Introduce simple goal-setting strategies in the form of learning goals to focus on the learning process, not achievement focused. Invite to role-play activities to support their goals. 2. Invite students to collaborate to determine how characters worked toward a common goal in a theatrical work.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students break down tasks into small, manageable steps. 2. Students learn about their strengths and how those strengths 	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p>	<ol style="list-style-type: none"> 1. Invite students to collaboratively make and discuss group decisions and identify responsibilities required to present a theatrical work to peers.

	<p>can support them in learning.</p> <p>3. Students begin to organize their materials in ways that work best for them.</p> <p>4. Students continue to learn about their brain and its functioning. Students can set short-term learning goals.</p> <p>5. Students learn what bias is and how it affects their own thinking and decision making.</p>	<p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<p>2. Discuss how to break down tasks into smaller steps. Next, ask students how they think actors memorize scripts. What strategies could they apply if they needed to memorize large scripts for a performance?</p>
<p>Middle School (6-8 grade)</p>	<p>1. Students understand how they learn best when completing various tasks and begin using that knowledge independently (e.g., what types of organization system is best for them, preferred study habits, etc.).</p> <p>2. Students develop SMART (Specific, Measurable, Achievable, Realistic, Time-Oriented) goals.</p> <p>3. Students continue to learn about their brain and its functioning.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<p>1. Discuss how to break down tasks into smaller steps. Next, ask students how they think actors memorize scripts. What strategies could they apply if they needed to memorize large scripts for a performance?</p> <p>2. Take students through a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis as a whole class to help evaluate a theatrical performance.</p> <p>See <u>Social-Emotional Learning Appendix</u>.</p>

<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students know how they learn for different tasks. 2. Students know their preferences for studying for tests. 3. Students can recognize their strengths and growth areas in learning and processing information. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<ol style="list-style-type: none"> 1. Ask students to role-play or create a short skit showcasing different study tactics. 2. Engage students in an analysis of a theatrical performance. Students are asked to assess a theatre work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and criteria.
<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students understand how they learn best when completing different tasks. 2. Students know their preferences for studying for tests. 3. Students ask questions and can engage in discussion that demonstrates a deep understanding of content. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<ol style="list-style-type: none"> 1. Ask students to role-play or create a short skit showcasing different study tactics. 2. Engage students in an analysis of a theatrical performance. Students are asked to assess a theatre work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and criteria.

6B. Students understand the decision-making process and the role bias plays it making decisions.

"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students understand the "if/then" logic of choices. 2. Students can make decisions when limited options are presented. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Provide a limited amount of items/props. In small groups, students collaborate with peers to create a character using the props in a guided drama experience. 2. Name a common decision one has to make in everyday life (i.e. What to wear in the morning; What foods to eat, and how much to eat; What to do after school?). Have students act out these decisions.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students recognize there is a problem or a situation that needs attention by gathering information from multiple perspectives. 2. Students can identify different solutions to the problem they are faced with. 3. Students can evaluate the choices available to them. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Facilitate <i>Objects In Art Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Place students in small groups. Give each group various recycled materials. Explain their task is to create a scene that uses the recycled material in new and creative ways.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students discuss and evaluate how their decisions impact other people. 2. Students determine what information is needed to make a decision. 3. Students recognize how one's values, beliefs, and biases impact how they make decisions. 4. Students begin to understand the difference between reactive or reflective decisions. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<ol style="list-style-type: none"> 1. Facilitate <i>Objects In Art Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Facilitate the <i>Switch: What Movie Genre Now? Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students understand and utilize problem-solving steps when making decisions. 2. Students understand how personal beliefs, values, and biases influence decision-making. 3. Students begin to connect how decisions they make impact their future successes and wellbeing. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<ol style="list-style-type: none"> 1. Facilitate <i>Objects In Art Activity</i> with students. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Facilitate the <i>Switch: What Movie Genre Now? Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students understand and apply problem-solving techniques. 2. Students take into account how personal beliefs, values, and biases influence decision-making. 3. Students evaluate how their decisions will impact themselves and others. 4. Students recognize that their decisions affect their future successes and wellbeing. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<ol style="list-style-type: none"> 1. Facilitate <i>Objects In Art Activity</i> with students. See the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details. 2. Facilitate the <i>Switch: What Movie Genre Now? Activity</i>. Please see the <u>Building Social-Emotional Wellness Through the Arts Toolkit</u> for additional details.
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6C. Utilizing the thinking process, students will analyze, synthesize, & evaluate the thinking process.

"I know how to identify problems and find creative and positive solutions to them."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students show curiosity in the learning environment. 2. Students ask questions to find out more information. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Use children's literature with pictures to allow students opportunities to "read" and problem-solve through story with body movements/gestures and voices/sounds. While reading aloud together as a class, stop at appropriate points in the story to create body movements/gestures and sounds to enhance the story. 2. Facilitate the <i>Active Listening Coloring Activity</i> with students. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students begin to develop hypothesis about problems they face. 2. Students are able to reflect on their learning. 3. Students understand and use the problem-solving process. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Discuss as a whole group common issues/problems that occur in the classroom (i.e. talking out of turn, pathway between furniture too narrow, materials need organized) Make a visible list for students to review and in smaller groups, brainstorm ways to solve them. Invite each student group to act out their scenario and solution. 2. Facilitate the <i>A Picture Says A Thousand ... Activity</i> with students. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students begin to develop hypothesis for problems in their learning environment. 2. Students regularly challenge current beliefs and mindsets, including their own. 3. Students continue to use reflective thinking practices. 	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<ol style="list-style-type: none"> 1. Facilitate the <i>A Picture Says A Thousand ... Activity</i> with students. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Facilitate <i>Whispers In Your Ear: The Conscience And Temptations Influencing Decisions Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students focus on finding the best explanation rather than being right. 2. Students ask thoughtful and reflective questions to seek more information to gain greater understanding. 3. Students understand the importance of considering multiple viewpoints in the problem-solving process. 4. Students are able to approach problem solving with an open mind by taking into account other's opinion explanations. 	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<ol style="list-style-type: none"> 1. Facilitate the <i>A Picture Says A Thousand ... Activity</i> with students. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Facilitate <i>Whispers In Your Ear: The Conscience And Temptations Influencing Decisions Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits, and goals. 2. Students apply self-corrective thinking. 3. Students interpret data to appraise evidence and evaluate arguments through a strength-based lens. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<ol style="list-style-type: none"> 1. Facilitate the <i>A Picture Says A Thousand ... Activity</i> with students. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Facilitate <i>Whispers In Your Ear: The Conscience And Temptations Influencing Decisions Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 3. Invite students to compare and contrast different theatrical works (e.g., style, genre, cultural tradition).
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MINDSET

Mindset refers to the ability to demonstrate cognitive flexibility, innovative and adaptive thinking strategies, and a growth perspective. Developing mindset is a critical learning skill that helps students examine multiple cultural lenses helping to develop perseverance, self-discovery, resilience, and the ability to receive and give constructive feedback.

7A. Students demonstrate a growth perspective, highlighting the ability to learn from challenges or failures and try again.

"I can learn and grow from challenges and failures."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students seek support from an educator to help find ways to learn from mistakes. 2. Students show excitement for learning. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Read children's books that have a growth mindset theme to reinforce the language and lessons being learned. (See the Social-Emotional Learning Educator Toolkit for a list of children's books). As you read the stories, make sure to note the props, costumes, and details in the scenes depicted throughout the story. 2. Facilitate the <i>Active Listening Coloring Activity</i>. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students describe how learning from mistakes helps build new neural connections. 2. Students recognize that mistakes are a part of the learning process. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Read children's books that have a growth mindset theme to reinforce the language and lessons being learned. (See the Social-Emotional Learning Educator Toolkit for a list of children's books). As you read the stories, make sure to note the props, costumes, and details in the scenes depicted throughout the story.

			2. Facilitate the <i>Active Listening Coloring Activity</i> . Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Middle School (6-8 grade)	<p>1. Students demonstrate adaptive thinking strategies to learn from challenges or mistakes.</p> <p>2. Students understand that learning from challenges increases the opportunity to change their brain.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Create a classroom culture that celebrates mistakes. Talk about your own challenges/mistakes to model learning from mistakes. Discuss actors that struggled, yet persisted and learned from their failures/mistakes. Invite students to create a list of attributes and thinking patterns that help to overcome failures and setbacks.</p> <p>2. Prepare mock reactions to a set of theatrical works. In groups, provide separate reactions to each theatrical work. Invite each group to respond to the critique. Come together as a large group and compare responses. Process what it was like to receive critical feedback. How can they keep a growth oriented mindset when receiving critical feedback?</p>
Early High School (9-10 grade)	<p>1. Students practice growth mindset strategies.</p> <p>2. Students demonstrate that learning with a growth mindset is done by taking small steps despite the challenges.</p>	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<p>1. Create a classroom culture that celebrates mistakes. Talk about your own challenges/mistakes to model learning from mistakes. Discuss actors that struggled, yet persisted and learned from their failures/mistakes. Invite students to create a list of attributes and thinking patterns that help to overcome failures and setbacks.</p> <p>2. Prepare mock reactions to a set of theatrical works. In groups, provide separate reactions to each theatrical work. Invite each group to respond to the critique. Come together as a large group and compare responses. Process what it was like to receive critical feedback. How can they keep a growth oriented mindset when receiving critical feedback?</p>

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students develop innovative and flexible thinking strategies to overcome barriers. 2. Students recognize the value in learning from mistakes. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<ol style="list-style-type: none"> 1. Create a classroom culture that celebrates mistakes. Talk about your own challenges/mistakes to model learning from mistakes. Discuss actors that struggled, yet persisted and learned from their failures/mistakes. Invite students to create a list of attributes and thinking patterns that help to overcome failures and setbacks. 2. Prepare mock reactions to a set of theatrical works. In groups, provide separate reactions to each theatrical work. Invite each group to respond to the critique. Come together as a large group and compare responses. Process what it was like to receive critical feedback. How can they keep a growth oriented mindset when receiving critical feedback?
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7B. Students practice innovative and adapted thinking.

"I am open to trying new and creative strategies, learning from the cultural perspectives of others."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students understand mistakes are a normal part of the learning process. 2. Students begin to apply creative ideas and show enthusiasm for learning. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<ol style="list-style-type: none"> 1. In small groups, provide time for each group to create a guided drama experience/play that depicts a student(s) demonstrating making a mistake and learning from it. Support students in the development of their drama experiences. 2. Facilitate the <i>Yes, No, Please Doritos? Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students demonstrate adaptive thinking as they gain new information and understand cultural perspectives. 2. Students apply creative thinking skills and strategies. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>I-2-3 Story Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Facilitate the <i>Objects In Art Activity</i> with students. Please see the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.

<p>Middle School (6-8 grade)</p>	<ol style="list-style-type: none"> 1. Students demonstrate adaptive thinking by showing an openness to learn from the diverse cultural perspectives of others. 2. Students regularly challenge current beliefs and mindsets, including their own. 3. Students use reflective thinking. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>1-2-3 Story Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Divide class into groups. Phase 1: Each group needs to develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a theatrical work. Phase 2: Groups will now give their script to another group and seek feedback. During phase two, groups will provide a critical analysis of the work completed in phase one.
<p>Early High School (9-10 grade)</p>	<ol style="list-style-type: none"> 1. Students practice multiple divergent thinking strategies. 2. Students show effort and apply creative strategies demonstrating cognitive flexibility. 	<p><i>Theater Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Switch: What Movie Genre Now? Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Divide class into groups. Phase 1: Each group needs to develop a scripted or improvised character by articulating the character's inner thoughts, objectives, and motivations in a theatrical work. Phase 2: Groups will now give their script to another group and seek feedback. During phase two, groups will provide a critical analysis of the work completed in phase one.

<p>Late High School (11-12 grade)</p>	<ol style="list-style-type: none"> 1. Students apply creative strategies and novel approaches when faced with problems or learning tasks. 2. Students focus and try multiple flexible and creative thinking strategies. 	<p><i>Theater Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</i></p>	<ol style="list-style-type: none"> 1. Invite students to participate in the <i>Switch: What Movie Genre Now? Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details. 2. Divide class into groups. Phase 1: Each group needs to develop a scripted or improvised character by articulating the character’s inner thoughts, objectives, and motivations in a theatrical work. Phase 2: Groups will now give their script to another group and seek feedback. During phase two, groups will provide a critical analysis of the work completed in phase one.
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7C. Students demonstrate an openness to receive and give constructive feedback.

"I improve when I keep an open-mind about the feedback that others give."

Grade Level	Indicator	Art Anchor Standard Connection	Strategies
Early Elementary (PK-2 grade)	<ol style="list-style-type: none"> 1. Students begin to learn how to receive feedback from educators. 2. Students demonstrate flexible thinking based on the feedback received from others. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 7: Perceive and analyze artistic work.</i></p>	<ol style="list-style-type: none"> 1. Have students practice using strong growth mindset language. Practice through guided role-play how to speak in ways that are polite, clear, and compassionate.
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students use questioning to help make sense of feedback received. 2. Students engage in a guided discussion with the educator when receiving feedback. 3. Students develop skills as they learn to give and receive constructive feedback with peers. 	<p><i>Theatre Anchor Standard 1: Generate and conceptualize artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<ol style="list-style-type: none"> 1. Have students practice using strong growth mindset language. Practice through guided role-play how to speak in ways that are polite, clear, and compassionate. 2. Engage students in a discussion about how and why groups evaluate a theatrical work.

Middle School (6-8 grade)	<p>1. Students demonstrate innovative and adaptive thinking by using the feedback received from others.</p> <p>2. Students recognize the growth opportunity and ability to gain multiple perspectives from giving and receiving feedback.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<p>1. Facilitate the <i>Whispers In Your Ear: The Conscience And Temptations Influencing Decisions Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Using audience feedback (surveys, interviews, etc.), assess the impact of a theatrical work.</p>
Early High School (9-10 grade)	<p>1. Students view feedback as 'data' that helps them learn.</p> <p>2. Students apply new knowledge gained from self-reflection and feedback from others to make positive changes.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p> <p><i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i></p>	<p>1. Facilitate the <i>Whispers In Your Ear: The Conscience And Temptations Influencing Decisions Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p> <p>2. Using audience feedback (surveys, interviews, etc.), assess the impact of a theatrical work.</p> <p>3. Analyze and assess a theatre work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and criteria.</p>
Late High School (11-12 grade)	<p>1. Students understand mistakes provide opportunities to grow using the feedback from others.</p>	<p><i>Theatre Anchor Standard 2: Organize and develop artistic ideas and work.</i></p> <p><i>Theatre Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</i></p>	<p>1. Facilitate the <i>Whispers In Your Ear: The Conscience And Temptations Influencing Decisions Activity</i>. See the Building Social-Emotional Wellness Through the Arts Toolkit for additional details.</p>

	2. Students view feedback as 'data' that helps them learn.	<i>Theatre Anchor Standard 9: Apply criteria to evaluate artistic work.</i>	<p>2. Using audience feedback (surveys, interviews, etc.), assess the impact of a theatrical work.</p> <p>3. Analyze and assess a theatre work by connecting it to other art forms, history, culture, and other disciplines using supporting evidence and criteria.</p>
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